

Pandemic Handbook



Preschool Services

Pandemic Handbook Contents

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Approved by: Phalos Haire, Director

Good Public Health Hygiene

Overview

Purpose Practicing good public health hygiene can limit your exposure to a pandemic virus and limit the exposure to others. The purpose of this policy is to give guidance on limiting exposure to a pandemic virus.

Reference The policies and regulations referenced are:

- Center for Disease Control Guidance
- San Bernardino County Public Health
- Head Start Performance Standards §1302.47(b)(1)(ii)

Policy Overview The following guidance is for good public health hygiene.

- Maintain a social distance of 6 feet from others
- Use respiratory etiquette
- Wash hands frequently
- Routinely clean and sanitize frequently touched surfaces

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Good Public Health Hygiene

Introduction

Practicing good public health hygiene requires very little change from what you do now and limits exposure to a virus during a pandemic. Keep up the hygiene routines below that you practice already as well as the policies below.

Maintain the procedures in the handwashing policy and sanitization policies.

Social distancing

Maintain a social distance of 6 feet at all times including:

- Workspace
 - Lunch/break areas
 - Restroom
 - Elevators
 - Stairs
-

Public facing services

For Public Facing Services:

- Practice good public hygiene and follow social distancing guidance of at least 6 feet when making contact with the public.
 - Use other options to obtain information for the public (i.e. telephone, FAX, email, screenshot from cell phone, etc.)
 - Signage outlining the requests to the public to refrain from entering a facility if they are exhibiting signs of illness associated with the pandemic.
 - Use one main entrance and exit for each office and site including pick up and drop off.
 - Use appointments to stagger visitors to the office and site.
 - All visitors and staff are required to wear face coverings over their nose and mouth, except for children under two.
 - Refrain from shaking hands.
 - Avoid touching eyes, nose, and mouth.
-

Traveling

When traveling is necessary, take separate vehicles. If you need to carpool, wearing a face covering is required when in the vehicle.

Continued on next page

Good Public Health Hygiene, Continued

Respiratory
etiquette

Use respiratory etiquette:

- Cover cough with a tissue or sleeve.
 - Provide adequate supplies within easy reach, including tissues, hand sanitizer, and no-touch trash cans.
-

Wash hands
frequently

Encourage hand washing by children and staff through education, scheduled time for handwashing, and the provision of adequate supplies. See the Handwashing policy for instructions.



Important:
Hand Sanitizer

Hand sanitizer must not be in the classroom and must be kept out of reach of children at all times.

Clean and
sanitize

Routinely clean and sanitize frequently touched surfaces and toys. See the Cleaning, Sanitizing, and Disinfecting policy for instructions.

Mental hygiene:
managing stress

The following are strategies for managing stress:

- Minimize consumption of news by taking breaks from reading or watching news.
 - Maintain supportive relationships by keeping in touch with friends, family, or others.
 - Engage in physical activity every day.
 - Get sufficient, high quality sleep.
 - Eat healthy foods, exercise if you can, and avoid too much alcohol.
 - Engage in mental health care. Call your health care provider if anxiety prevents you from engaging in daily activities.
-



Group Size and Class Ratios

Overview

Purpose

The purpose of this policy is to support the Center for Disease Control guidance on social distancing during a pandemic.

The goal of this recommendation is to prevent people physically coming together unnecessarily, where people who have the infection can easily spread it to others.

Reference

The policies and regulations referenced are:

- Center for Disease Control Guidance
- California Department of Public Health

Policy Overview

The California Department of Public Health has put in place the following orders.

- Large groups that include 250 people or more should be postponed or cancelled. This includes resource fairs.
- Smaller groups held in venues that do not allow social distancing of six feet per person should be postponed or cancelled.
- Group size of individuals are limited to no more than 10 people this includes the classroom. Children and Teachers are both counted in group size.

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Group Size

Effective date These policies are effective immediately and remain in place until further notice.

CDC guidance will be continually monitored to evaluate if any elements of this policy need to be changed.

Group size Group size cannot be more than 10 including children and Teachers.



What is a group? A *group* is any event or convening that brings together people in a single room or single space at the same time, such as an auditorium, stadium, arena, large conference room, meeting hall, cafeteria, or any other indoor or outdoor space.

Policy The California Department of Public Health has put in place the following orders:

- Large groups that include 250 people or more should be postponed or cancelled. This includes resource fairs.
- Smaller groups held in venues that do not allow social distancing of six feet per person should be held via Zoom. This includes:
 - Parent or Staff meetings
 - Policy Council meetings
 - Shared Governance Board meetings
 - In service trainings
 - Family and child socialization activities
- Groups of individuals are limited to no more than 10 people this includes classrooms. Children and Teachers are included in group size.

Policy: Outdoor time Consider implementing staggered outdoor times to limit the number of students who are together; and if possible, have children play outdoor with their classrooms and not multiple classrooms together.

Continued on next page

Group Size, Continued

Is the group essential?

Groups should only be conducted when they are essential. If they can be postponed, then postpone them.

However, operations must continue and meetings are an essential form of communication. If meetings can be conducted by phone, or teleconference, Zoom, Face Time, Web X, or other alternative methods, use those methods.

Social gatherings are not essential.



What if the group is essential?

If a group meeting is essential and you are unable to facilitate it using the phone or teleconference, use the following guidelines:

- Stagger activities.
 - Add frequency of an event to spread out attendance, e.g. hold more, smaller gatherings.
 - Add distance between where individuals sit or stand around tables.
 - Add additional hand washing stations and restrooms.
 - Limit the number of people in lines.
 - Avoid direct, physical contact, such as hand-shaking, holding hands, and hugging.
 - Extend hours to allow for staggering of attendance or participation.
 - Use phones, videos or video conferencing to reduce the need for close interactions
 - Remind people to stay home if they have a fever and/or respiratory symptoms.
-

Class Ratios

Policy

Class ratios have not changed due to the pandemic, only group size has been reduced. Groups of children including teachers cannot exceed 10.

How group size relates to child ratios

Each age group has a maximum group size. When child ratios are met, the maximum group size cannot be exceeded, unless it meets the exception criteria.

Example of **incorrect** group size:

1 teacher to 8 children = correct child ratio

+1 teacher to 8 children = correct child ratio

= 2 Teachers and 16 children, is above the maximum group size of 10

Child Care Center

Use the following chart to identify the maximum group size and child ratio in a childcare center.

| Age of the majority children | Maximum Group Size | Adult/Child Ratio |
|------------------------------|----------------------------|------------------------|
| 0-18 months | 6 children with 2 teachers | 1 teacher : 3 children |
| 18m – 3yrs | 8 children with 2 teachers | 1 teacher : 4 children |
| 3-5 years | 8 children with 2 teachers | 1 teacher : 8 children |

Continued on next page

Class Ratios, Continued

Family Child Care

Use the following chart to identify the maximum group size and child ratio in a family child care.

| Age of the majority children | Maximum Group Size | Adult/Child Ratio |
|------------------------------|---|--------------------------------|
| 0-5 years | <ul style="list-style-type: none">• 6 children with 1 teacher• No more than 2 children under the age of 24 months | 1 teacher : 6 children |
| | <ul style="list-style-type: none">• 8 children with 2 teachers• No more than 4 children under the age of 24 months | 1 teacher : 6 children |
| Under 36 months | <ul style="list-style-type: none">• 4 children with 1 teacher• No more than 2 under the age of 18 months | 1 teacher : 4 infants/toddlers |

Home Based

A home based teacher has a maximum caseload of 12 families. Home Based child counts may increase if a family has more than one child enrolled in the program.



Distribution of Nutritious Meals

Overview

Purpose To outline the process for distributing nutritious meals to parents of children who are currently enrolled in the Preschool Services Department (PSD) Head Start (HS), Early Head Start (EHS) during a prolonged site closure.

Reference The policies and regulations referenced are:

- Head Start Performance Standards: §1302.40(a), §1302.40(b), and §1302.44
- United States Department of Agriculture Child Adult Care Food Program (CACFP)

Policy overview The Program Quality Specialist communicates with the Site Supervisor and the Food Service Worker to distribute nutritious meals to:

- Parents of HS enrolled children
- Parents of EHS center-based enrolled children

Contents The following is a table of contents.

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Procedures

Policy

PSD will distribute CACFP-compliant meals on Mondays and Wednesdays from 10 AM to 2 PM to all enrolled children who go to sites to receive meals during scheduled pick up time.

Process for distribution

Use the following to distribute CACFP compliant Nutritious Meals:

| Stage | Who | Does What |
|-------|--|--|
| 1 | PSD Program Quality Specialist | <ul style="list-style-type: none">• Coordinates and approves weekly menu for distribution of CACFP-compliant meals for all PSD HS sites• Coordinates with the Food Vendor to order CACFP-compliant meals for PSD HS sites• Reviews and approves the Food Vendor delivery schedule for each site |
| 2 | Food Vendor | <ul style="list-style-type: none">• Delivers CACFP-compliant meals to PSD HS sites |
| 3 | PSD Program Quality Specialist | Informs the Food Service Worker and Site Supervisor of the scheduled delivery to ensure someone is present to receive it |
| 4 | Food Service staff and Generalists | Receives, inventories, and stores CACFP-compliant meals |
| 5 | Food Services staff, Teachers, and Generalists | <ul style="list-style-type: none">• Gathers CACFP compliant meals for distribution• Ensures any perishable items are properly stored until distribution to parent• Assemble and records amounts for distribution of CACFP-compliant meal for each child at the site on menu production record• Verifies child enrollment from school class list and parent identification• Supplies parent with CACFP-compliant meal |

Parent from another site

If a parent of child enrolled at another PSD HS site request a CACFP-compliant meal, one will be provided and parent will be encouraged to pick up from the site where their child is enrolled. Parent can make arrangements to pick up at a different site on an ongoing basis upon approval of the PSD Program Quality Specialist.




Approved by: Phalos Haire, Director

Face Coverings

Overview

| | |
|------------------------|---|
| Purpose | The purpose of this policy is to reduce the amount of exposure to a pandemic. |
| Reference | The policies and regulations referenced are: <ul style="list-style-type: none">• Health and Safety Code §101030; 120100,• Title 17 of the California Code of Regulations §2501. |
| Policy Overview | <p>All employees are required to wear face coverings that cover their nose and mouth while at their worksite.</p> <p>All individuals entering a San Bernardino County, Preschool Services Department facility are required to wear a face covering over their nose and mouth, including children over the age of two.</p> <p>Do not cover the face with cloth or place a facemask on a child under two years old because it is a safety hazard.</p> |

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Face Coverings

Policy

The following is the face covering policy:

- All employees are required to wear masks that cover their nose and mouth while at their worksite.
 - All individuals entering a San Bernardino County, Preschool Services Department facility are required to use face coverings over their nose and mouth, including children over the age of two.
 - Offer a mask to anyone who comes to the office and is not wearing a face covering.
 - If a person refuses to wear a face covering, be flexible with serving the public, offer service options such as Zoom, Face time, phone call, etc.
 - When serving the public, be sure you are 6 feet away and wearing a facemask covering your nose and mouth.
 - Do not cover the face with cloth or place a facemask on a child under two years old because it is a safety hazard.
-

Rationale

Face coverings are used to reduce the exposure to a pandemic. An infected person can transmit the virus by being in close proximity to others before showing any symptoms.



What is a face covering?

A *Face Covering* is a dense fabric without holes that covers your nose and mouth such as scarves, bandanas, or neck gaiters.

Children and face coverings

If a child, 2-5 year old, refused to or removes a face covering, do not send the child home. Encourage the child to wear a face covering. Children under 2 should not wear face coverings.

Continued on next page

Face Coverings, Continued



What if the person is not wearing a face covering?

When discussing face coverings with the public, complete the following:

| If the person... | Then ... |
|---------------------------------|---|
| Is not wearing a face covering | Politely ask them to wear one as per the regulation. |
| Does not have a face covering | Offer them a facemask to wear. |
| Refuses to wear a face covering | <ul style="list-style-type: none">• Do not refuse services, but do not allow them into the office or site.• Offer them services via phone, zoom, face time or other options. |

Signs

Display the *Wear Mask and Social Distancing* signs in English and Spanish at the main entrance and other public, common areas.

Section 1: Center Based Distance Learning

Overview

Introduction

The following is information for Center Based Distance Learning for Head Start and Early Head Start.

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PowerPoint Activities

Distance Learning Committee

The Distance Learning Committee is comprised of Site Supervisors who meet weekly to prepare a new lesson (PowerPoint).

The PowerPoint Distribution and tracking process

The following is the weekly PowerPoint Distribution and Tracking process:

| Stage | Who | Does What |
|-------|-----------------------------|---|
| 1 | Distance Learning Committee | <ul style="list-style-type: none">• Creates a new PowerPoint.• Sends it to the Managers by Thursday. |
| 2 | Managers Group | <ul style="list-style-type: none">• Approves the PowerPoint• Sends it to the Site Supervisors by Friday. |
| 3 | Site Supervisor | Sends it to the Teachers on Monday. |
| 4 | Teachers | Sends the PowerPoint to the parents on Monday and cc's the Site Supervisor so that they can track what was sent. |
| 5 | Site Supervisor | Email to the manager on Monday with a list of who is sending out the PowerPoint. |

PowerPoint Parent Activities

The intent of the PowerPoint activities component is to reach all Head Start and Early Head Start families who may not be fully engaged in web-based virtual classroom learning activities and to supplement those families who are participating in web-based learning.

- The PowerPoint is updated weekly by a team of site supervisors, overseen by managers.
 - The PowerPoint is due to managers by Thursday of each week for review and distribution.
 - Once approved, Teachers will send the PowerPoint to parents weekly.
 - This general document is uniform agency-wide and includes activities that are appropriate for children in all domains.
-

Continued on next page

PowerPoint Activities, Continued

**PowerPoint 1st
page.**

The first page of the Head Start/Early Head Start PowerPoint is represented below.



Center Based Virtual Classroom Activities

Introduction

Distance learning and virtual classroom activities can be live via technology or recorded for later use.

Lesson Plans

All teachers will continue to create weekly lesson plans, which show individualized activities for each child to include IEP and IFSP goals. Send the lesson plan to the Site Supervisor for review.



How much time is each activity required to take?

As a requirement of the Head Start Performance Standards, educational activities must be provided to children daily. The amount of time is specific to the current curriculum.

Flexibility to the daily schedule is allowable. Activities should take as much time as needed to complete the activity. Keep the items limited to the attention span of the participants. Please allow time for all participants to log into the meeting.

Zoom Meetings

Zoom meetings will be hosted by teachers daily, for each class. For double session classes, a morning and afternoon meeting will be conducted. Individualization activities will be implemented during zoom meetings

Generalists

Teachers will include the Generalist in one of the zoom meeting classrooms per month per classroom to introduce the Generalist to the families and allow the Generalist to follow up on required items.

Special Education Specialists

Special Education Specialists are responsible for the following:

- Monitor IEP/IFSPs.
 - Provide direction to Teachers regarding individualization to align with IEP/IFSP goals.
 - Consult with parents to address any questions related to the IEP/IFSP process.
-

Center Based Lesson Plan

Head Start Lesson plan

The following is the Head Start Center Based Lesson Plan.

| SAN BERNARDINO COUNTY - PRESCHOOL SERVICES DEPARTMENT | | | | | | | | | | | | |
|--|------------------------------|----|-------------------|--|-----------|--|----------|--|---------|--|-----------------------------|--|
| DISTANCE LEARNING LESSON PLAN | | | | | | | | | | | | |
| Codes | Site | | Teaching Team | | Class | | Month | | Date | | Site Supervisor's Signature | |
| | PD | FD | | | | | | | | | | |
| Study of the Week | | | | | | | | | | | | |
| | MONDAY | | TUESDAY | | WEDNESDAY | | THURSDAY | | FRIDAY | | | |
| DAILY ROUTINE | | | | | | | | | | | | |
| Arrival/Greeting | | | | | | | | | | | | |
| Question of the Day | | | | | | | | | | | | |
| Family Partnership | PI Remind Parents of In-Kind | | | | | | | | | | | |
| Planning method | | | | | | | | | | | | |
| Transition Mighty Min. | | | | | | | | | | | | |
| Teacher Involvement | | | | | | | | | | | | |
| Large Group | | | | | | | | | | | | |
| Read-Aloud | | | | | | | | | | | | |
| Song/Movement | | | | | | | | | | | | |
| Discuss/Shared Writing | | | | | | | | | | | | |
| Investigation/Quest | | | | | | | | | | | | |
| Teachers Choice | | | | | | | | | | | | |
| Mighty Minutes | | | | | | | | | | | | |
| Small Group | | | | | | | | | | | | |
| Name of Activity | | | | | | | | | | | | |
| Intentional Teaching | | | | | | | | | | | | |
| Objective | | | | | | | | | | | | |
| Materials | | | | | | | | | | | | |
| Outdoor Experiences | | | | | | | | | | | | |
| Planned Activity with Parent and Child | | | | | | | | | | | | |
| Materials | | | | | | | | | | | | |
| Approaches to Learning-Self-Regulation | Physical Development | | INDIVIDUALIZATION | | | | | | Class # | | | |
| <div style="display: flex; justify-content: space-between;"> <div> <p>English Language Development</p> <p>ELD.1 Comprehension in English (Receptive English)</p> <p>ELD.2 Self-expression in English (Expressive English)</p> <p>ELD.3 Understanding (Response to English Literacy Activities)</p> <p>ELD.4 Symbol, Letter, Print Knowledge in English</p> <p>Cognition Including Math and Science</p> <p>COG-1 Spatial Relationships</p> <p>COG-2 Classification</p> <p>COG-3 Number Sense of Quantity</p> <p>COG-4 Number Sense of Math</p> <p>COG-5 Measurement</p> <p>COG-6 Patterning</p> <p>COG-7 Shapes</p> <p>Revised 4/29/20</p> </div> <div> <p>Study</p> <p>Beginning the Year</p> <p>Balls Study</p> <p>Clothes Study</p> <p>Trees Study</p> <p>Buildings Study</p> <p>Reduce, Reuse, Recycle Study</p> <p>Exercise Study</p> <p>Simple Machines</p> <p>Signs</p> <p>Insects</p> <p>Sand</p> <p>Tubes and Tunnels</p> <p>Boxes</p> <p>Roads</p> <p>Pets</p> <p>Making Music</p> <p>Baking Bread</p> <p>Create your own study</p> </div> <div> <p>Initial</p> <p>Measure # - Child's Goal/Name of Activity</p> </div> </div> | | | | | | | | | | | | |

Continued on next page

Center Based Lesson Plan, Continued

Early Head Start Group Planning Form

The following is the Early Head Start Center Based Group Planning Form.

PRESCHOOL SERVICES DEPARTMENT
EARLY HEAD START
GROUP PLANNING FORM



| | |
|-------------------------|--|
| WEEK: | |
| TEACHER: | |
| SUPERVISOR SIGNATURE | |

| | |
|------------------------------------|--|
| Changes to the environment: | |
| Changes to routines and schedules: | |
| Family Involvement: | |

Special Experiences I Plan to offer this week

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------------|---|---|---|---|---|
| INDOOR EXPERIENCES | Arrival: LG: Book/Finger Play: MM: Song: SG: | Arrival: LG: Book/Finger Play: MM: Song: SG: | Arrival: LG: Book/Finger Play: MM: Song: SG: | Arrival: LG: Book/Finger Play: MM: Song: SG: | Arrival: LG: Book/Finger Play: MM: Song: SG: |
| OUTDOOR EXPERIENCES | CMH: Safety: Activity: | CMH: Safety: Activity: | CMH: Safety: Activity: | CMH: Safety: Activity: | CMH: Safety: Activity: |

| | |
|-------------------------|--|
| Thoughts for next week: | |
|-------------------------|--|

* Individual Planning Form is located in child's file

Continued on next page

Center Based Lesson Plan, Continued

Early Head Start Group Planning Form

The following is the Early Head Start Individual Planning Form.

PRESCHOOL SERVICES DEPARTMENT EARLY HEAD START INDIVIDUAL PLANNING FORM



| | |
|-------------------|--|
| WEEK: | |
| TEACHER: | |
| CLASSROOM: | |

| | |
|--|--|
| CHILD: | CHILD: |
| Current Information: Plans: | Current Information: Plans: |
| CHILD: | CHILD: |
| Current Information: Plans: | Current Information: Plans: |

Individualizing for Disabilities

**Teachers and,
Aides**

Staff will provide activities for children with active IEPs/IFSPs weekly.

| Step | Action |
|------|--|
| 1 | Enter documentation of the completed IEP/IFSP-related individualization into the Disability Module in Child Plus |
| 2 | Include IEP/IFSP individualization goals in the weekly lesson plans |
| 3 | Provide resources to parents. Individualize for the child/family and provide support Give parents activities to support IEP/IFSP goals at home |
| 4 | Request any feedback related to child's progress toward meeting IEP/IFSP goals |
| 5 | Receive updates/Observations from parents and document in Learning Genie for DRDP outcomes |

Access to Learning Genie

Getting to the Learning Genie Application

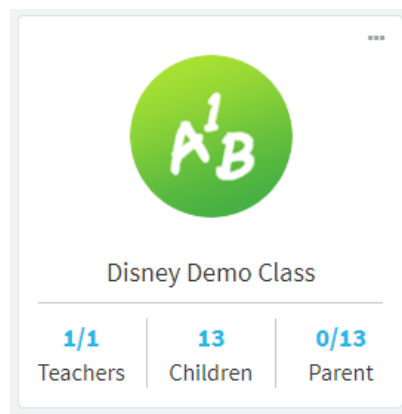
If you are using a County issued phone or County issued Tablets, the Learning Genie app may already be installed. If your app is not installed, you may access the Learning Genie Application by going to <https://www.learning-genie.com>

Username and Password

To sign in, use your work email as the username and enter your password.

How to find a child

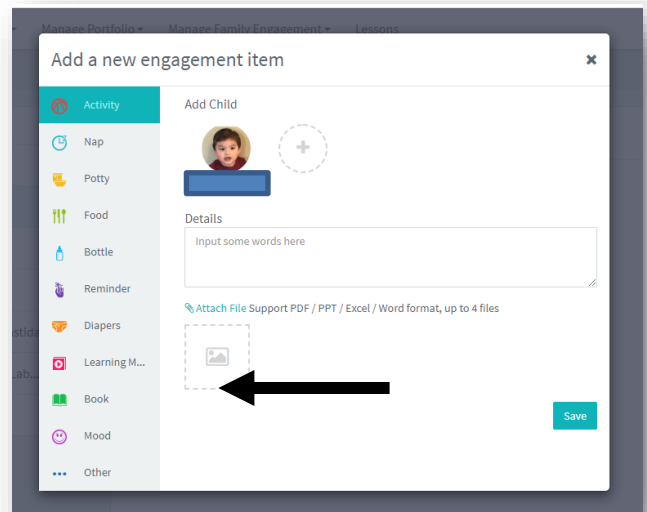
Click on your class:



Attaching Photos

Attaching Photos with the tablet To attach photos with the tablet:

1. Click on **Class**
2. Click on the Child
3. Go to the **Engagement** tab
4. Click on **Attach File**: you can share up to 4 pictures at a time.



Attaching photos with the phone

To attach photos with the phone:

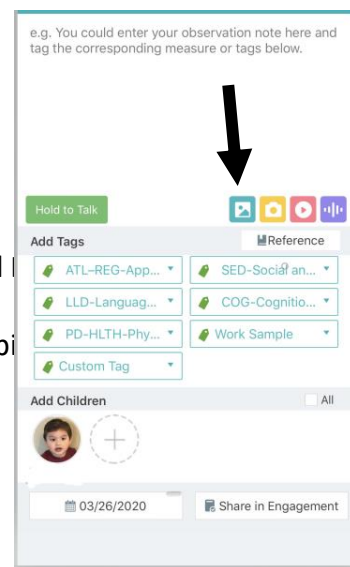
1. Click on the **Class**
2. Click on the Child
3. Click on the **Camera** icon

To attach a screen shot with mobile device

- 00.00.01.1.1.1.1. Click **Power** button and simultaneously
- 00.00.01.1.1.1.2. Click **teal blue icon** and point your camera roll

Click on the Teal Blue Icon to access existing photos on your phone.


Click on the Yellow Camera icon to take instant photos.




Entering an Observation

How to enter an observation

Use the following to enter an observation:

| Step | Action |
|------|--|
| 1 | Click on a Class. |
| 2 | Click on the Portfolio tab. |
| 3 | Click on a Child. |
| 4 | Click on the Plus Sign icon in the upper right-hand corner.  (on your phone, the Plus Sign is red) |
| 5 | Click in the Description box and type in your observation. |
| 6 | Click on Share in engagement box at the bottom, |
| 7 | Click on the Domain box to get a Select Domains screen. |
| 8 | <ul style="list-style-type: none"> Click on the Arrow to open the domains Click the Domain(s). |
| 9 | Click Select . |
| 10 | Click Save . For the iPad, click the green check mark at the top right for the iPhone. |

Create a new portfolio record

Children*  5

Description* Please input some words 7




Domain*  6

Photo 

Date 03/26/2020 10

Attach File  Attach File Select PDF / PPT / Excel / Word format, up to 4 files

☐ Share in engagement

Close Save

Select Domains

Try search by typing the keywords

▼ DRDP2015-INFANT-TODDLER

▼ ATL-REG-Approaches to Learning-Self-Regulation

☐ ATL-REG1-Attention Maintenance

☒ ATL-REG2-Self-Comforting 8

☐ ATL-REG3-Imitation

☒ ATL-REG4-Curiosity and Initiative in Learning

☐ ATL-REG5-Self-Control of Feelings and Behavior

▶ ☐ SED-Social and Emotional Development

▶ ☐ LLD-Language and Literacy Development

▶ ☐ COG-Cognition, Including Math and Science

▶ ☐ PD-HLTH-Physical Development Health

▼ ☐ Work Sample

☐ Drawing/art sample

☐ Writing Sample

☐ Cutting/art sample

▼ ☐ Custom Note Tag

☐ Absent

☐ Parent Conference

☐ Unable to Rate

Close Select 9

Rating an Observation

How to rate an observation

Use the following to rate an observation.

| Step | Action |
|------|--|
| 1 | Click the Measure in the observation box. |
| 2 | Click on the green Rate Me button. |
| 3 | Click on Rate Me in the Confirm Rate Me window. |
| 4 | <ul style="list-style-type: none"> Select the radio button next to the rating. Click Save. |
| 5 | Click Save in the Score box. |


iiiukik

ATL-REG1: Attention Maintenance

Created by Mrs. Raina Deisch on Oct 03, 2019 at 11:33 am

1

Score



Current Rating Period

Fall 2019

ATL-REG2

Self-Comforting

Rate me

|||||

Oct 10, 2019

|||||

Oct 09, 2019

Close

Save

2

Confirm rating

Please rate based on a reflection of the evidence sufficiently showing mastery of the

Rate me

Do not show this again

3

SED1 Identity of Self in Relation to Others

Responding Earlier

Responds in basic ways to others

Example

- Attends to a familiar adult during feeding.
- Quiets when hears a familiar adult.
- Grasps an adult's finger when palm of child's hand is touched.

Responding Later

Uses senses to explore self and others

Example

- Examines own hand or foot by looking at it or mouthing it.
- Touches others' hair when it is within reach.
- Plays with sound by repeating grunts and squeals.

Exploring Earlier

Recognizes self and familiar people

Example

- Orients toward a familiar adult when own name is spoken or signed.
- Points to picture of self on the wall.


Close

Save

4

5

Score



Current Rating Period

Fall 2019

SED1


Identity of Self in Relation to Others

Responding Later

Aurora Beauty

Group activity playdoh

Oct 03, 2019



Close

Save

6

Using Khan Kids Academy

Khan Kids Academy

Khan Kids Academy is a free early learning mobile application. No ads, no subscriptions, no in-app purchases.

- Comprehensive content including thousands of original activities for kids ages 2-7 that delve deep into English Language Arts, Math, Social Emotional Learning, Creative Expression and more!
 - Developed with educational specialists and aligned with Common Core Standards and Head Start Early Learning Outcomes Framework.
 - A fun, interactive journey for every child to reach Kindergarten readiness, regardless of background, socio-economic status or resources.
-

How Khan Academy should be used

Khan Academy should be used daily.

The expectations are that the teacher will:

- Set up the class
 - Create lessons (Head Start, Common Core)
 - Assign lessons to students
 - View reports to monitor student progress
-

Learning how to navigate and use the site

Go to khankids.zendesk.com and see all the resources available. There are step by step instructions and videos for:

- Setting up a class
 - Creating lessons
 - Assigning lessons
 - Viewing reports
-

Where to go for questions

If you have questions:

- About applications or software, ask your Cluster Leader
 - About hardware, equipment, or connection, ask our IT staff
-

Section 2: Home Based Distance Learning

Overview

Introduction

The following information is for Home Based Distance Learning.

Contents

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Home Based Virtual Home Visiting

Policy

In the event of a natural disaster, epidemic or situations causing the closure of center based and home based classes, home based visits and socialization activities, the virtual home visiting and distance learning will be implemented.

In place of in-home visits, Teachers, Aides, Nurses and Home Visitors will conduct virtual home visits. In place of classrooms, classroom Teachers will conduct virtual classroom activities.

Ways to conduct virtual visits

The following are ways to conduct virtual visits:

- Face Time
 - Zoom
 - Skype
 - GoToMeeting
 - Other web-based meeting platforms
 - Telephone – if other methods cannot be used
-



Are we required to conduct a 90-minute Virtual Home Visit?

No. A virtual home visit may be completed in less time. However, we are required to be available for a 90-minute virtual visit if that is the need of the family.

Special Education Specialists

Special Education Specialists are responsible for the following:

- Monitor IEP/IFSPs.
 - Provide direction to Teachers regarding individualization to align with IEP/IFSP goals.
 - Consult with parents to address any questions related to the IEP/IFSP process.
-

Continued on next page

Home Based Virtual Home Visiting, Continued

Home Visitors and Nurses

The following information is for Home Visitors and Nurses:

- Staff will continue to provide consultation and outreach services to families during their normally scheduled home visit times via telephone or web-based meetings.
 - Home Visit plans and any relevant documentation will be completed and uploaded to Child Plus and submitted with the end of month paperwork.
 - Staff to document on the visit plan that the visit was conducted virtually.
-

Teachers, Aides, Nurses, and Home Visitors

Staff will conduct weekly virtual home visits for the children.

- Staff will provide consultation and outreach services to families via telephone or web-based meetings.
 - Documentation of the completed family engagement outreach will be inputted in the Family Services Module in Child Plus.
 - Staff will receive a step sheet outlining how to input and document services provided using the telephone or web based meetings in the Family Services Module.
 - Staff will provide resources to parents.
 - Staff will individualize for the child/family and provide appropriate school readiness ideas to parents for activities they can do with their children while they are at home.
 - Parents will be provided School to Home Activity Sheets for ideas.
 - Parents will be informed of the Footsteps2Brilliance application and provided guidance on downloading to a phone or mobile device.
 - Staff will discuss child's goals, screenings, and assessments with parent and update as necessary.
 - Staff will review the DRDP tool with the family and receive family input on observations of the child at home.
 - Family observations will be entered into Learning Genie for scoring
 - Staff will follow up on Family Services Assessments (FSA) to identify any needs, strengths or interests.
 - FSA's will be updated and entered into Child Plus
 - Staff will request any required Health information from the parent.
-

How to Conduct a Virtual Home Visit



Conducting a virtual home visit

Use the following to conduct a virtual home visit:

Note: A virtual home visit may be completed in less time. However, we are required to be available for a 90-minute virtual visit if that is the need of the family.

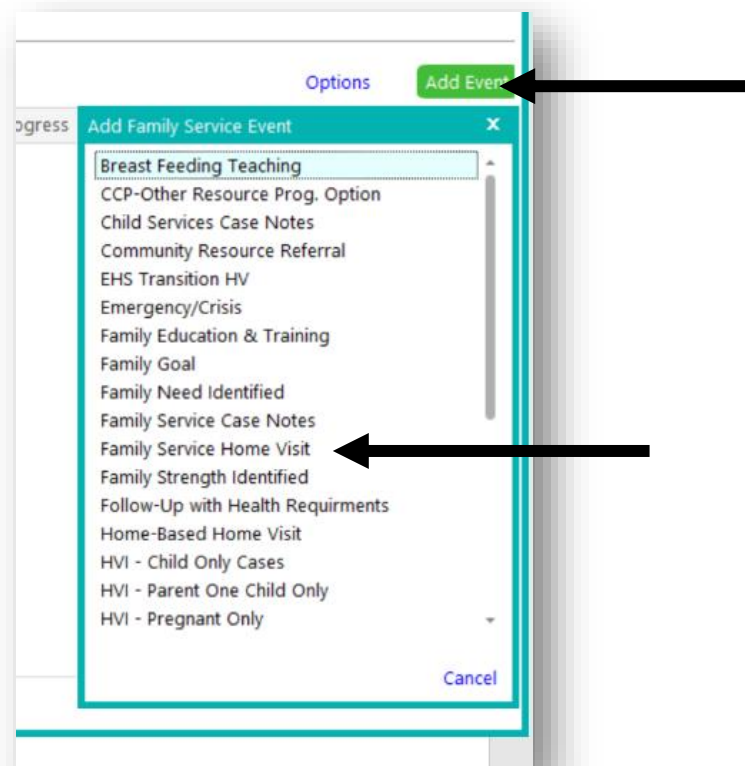
| Step | Action | Time |
|------|---|--|
| 1 | Warm and Positive Greeting to: <ul style="list-style-type: none">• Focus attention on parents• Create an enthusiastic environment | 5 mins |
| 2 | Follow Up/FPA Parent Goals/Health Follow Up to: <ul style="list-style-type: none">• Review parents' and children's experiences of the past week• Reinforce family's accomplishments• Check progress of family goals and/or establish next steps• Ensure children are provided health services | 10 mins (Teaching staff) 10 mins (Nurses) |
| 3 | Focus on Family Issues/FSA Follow Up to: <ul style="list-style-type: none">• Share program and community announcements and information• Share program component information• Guide the family in meeting identified goals | 15 mins |
| 4 | Parent/Child Interaction Activities to: <ul style="list-style-type: none">• Encourage positive interaction• Provide the opportunity for learning experiences• Generalize and expand skills• Present component information geared for child• Reinforce the parent as the primary educator of the child.• Complete virtual activities such as read a story, use items for counting, singing songs, music and movement (Head Shoulders knees and toes etc.) | 45 mins (Teaching staff) 10 mins (Nurses) |
| 5 | Co-Planning/Paperwork: <ul style="list-style-type: none">• To involve parents in selecting appropriate experiences for the next virtual visit• After discussion, to encourage parents to choose follow-through experiences | 10 mins |
| 6 | Evaluation/Closure: <ul style="list-style-type: none">• To involve parents in assessing how the experiences went (e.g., what was learned, what could be improved, what went well, what the parent did well) | 5 mins |

Adding an Event

How to add an event

Use the following to add an Event in ChildPlus.

| Step | Action |
|------|---|
| 1 | <ul style="list-style-type: none">• Click on Services.• Select a Child. |
| 2 | Go to the Family Services tab. |
| 3 | Click on the Add Event button. |
| 4 | <ul style="list-style-type: none">• Select Family Service Home Visit.• Enter all information |
| 5 | Click on Add Action : <ul style="list-style-type: none">• Action Type: Direct• Action Date: Today's Date• Type of Contact: Phone• Status: Action Complete• Case Worker: Find your Name• Action Notes: Time Stamp the notes |
| 6 | Click Save . |
| 7 | Click Save . |



Home Base Distance Learning Visiting Form

Form

The following is the Distance Learning Visiting Form also known as the lesson Plan.

SAN BERNARDINO COUNTY – PRESCHOOL SERVICES DEPARTMENT DISTANCE LEARNING VISITING FORM

CHILD'S NAME: _____ DATE: _____ TIME: _____ to _____

PARENT'S NAME: _____ ☐ MOTHER ☐ FATHER ☐ GUARDIAN TEACHER: _____

VIRTUAL MEETING

DATE OF NEXT VIRTUAL MEETING: _____

FOLLOW UP/CONCERNS: _____

LESSON PLAN FOCUS:

FPA GOAL(S): _____

WHAT PARENT WILL DO: _____

WHAT HELP IS NEEDED: _____

RESOURCES/REMINDERS: _____

PARENT SIGNATURE: _____ DATE: _____

STAFF SIGNATURE: _____ DATE: _____

FOCUS AREA: _____

PARENT INPUT/OBSERVATIONS: _____

CHILD GOAL(S): _____

ACTIVITY: _____

ACTIVITIES TO DO THIS WEEK: (Parent/Child Interaction)

1. _____
2. _____
3. _____
4. _____
5. _____

OBSERVATIONS/DRDP MEASURES:

Completing the Home Base Lesson Plan in ChildPlus

Complete the Lesson Plan

Use the following to complete the Lesson Plan.

| Step | Action |
|------|---|
| 1 | Enter the information in the first section: <ul style="list-style-type: none">• Child's Name• Date• Parent Name• Time of Visit• Teacher Name |
| 2 | Enter the information in the second section: <ul style="list-style-type: none">• Follow-up concerns• Lesson plan focus• Child goals• Activity• Activities due this week• Observations/DRDP Measures (see Learning Genie Job Aid)• Parent input/observations• FPA Goals |
| 3 | Go to ChildPlus to complete the steps below. |

How to Complete the Lesson Plan in ChildPlus

Use the following to complete a lesson plan in ChildPlus.

| Step | Action |
|------|--|
| 1 | Go to Family Services in the child's case. |
| 2 | <ul style="list-style-type: none">• Go to Event• Click Add Event• Select Family Services Case Notes |
| 3 | <ul style="list-style-type: none">• Complete all fields• Click Save |
| 4 | <ul style="list-style-type: none">• Complete all fields• Click Save |
| 5 | <ul style="list-style-type: none">• Complete the FPA. (See page 2) |

How to use an event

Under Family Services, reopen the event to add more Add Actions as they occur until the Status is Completed.

Continued on next page

Completing the Home Base Lesson Plan in ChildPlus, Continued

Examples

See the examples below to complete an FPA in ChildPlus.

1

Add Family Goal

Initial Date: 4/14/20
Description: FPA GOAL
Service Area: Family Goal
Issue: Financial Counseling (Credit Counseli...
Source of Information: 211 Community Resource
Family Outcome: Family Well-Being

Associated With: Entire Family
Case Worker:
Family Members: Parents Name
Closure Expected: 6/30/20
Progress: Started
Date Closed:
Result: Met Partially

Event Notes: 4/14/2020 8:51 AM Stacy Ham
Parent started a 10 week counseling course will follow up with her weekly

Actions

| Scheduled | Action Date | Action Type | Description | Status | Case Worker | Referred To | Time |
|---|-------------|-------------|-------------|--------|-------------|-------------|------|
| No actions have been entered associated with this event. Click "Add Action" above to add one. | | | | | | | |

Save and Add Another Save Cancel Add

2

Add Action

Action Type: Referral
Scheduled: 4/14/20
Action Date: 4/14/20
Referred To: 211/Hallary Morales
Referral Type: Verbal

Type of Contact: Phone
Description: Refer family to 211 for Counseling
Status: Awaiting Feedback
Case Worker:
Total Time: 0 Hours 20 Minutes

Action Notes: 4/14/2020 8:57 AM Stacy Ham
During virtual visit gave parent 211 information for Counseling Services

Save and Add Another Save Cancel Add


Cleaning, Disinfecting, and Sanitizing

Policy: Cleaning Clean and disinfect surfaces and objects that are touched often. Follow your standard procedures for routine cleaning and disinfecting.

Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Responsibility It is everyone's responsibility to clean, disinfect, and sanitize. Please wipe down an area after you are finished using it.

 **Important: keep out of reach of children** Keep all cleansers and hand sanitizer out of the reach of children.

Online training To use disinfectant, staff must have completed the online pesticide/chemicals training by the California Department of Pesticide Regulation.
<https://online2.cce.csus.edu/dpr/login/index.php>

Continued on next page

Cleaning, Disinfecting, and Sanitizing, Continued

Definitions

The difference between cleaning, disinfecting, and sanitizing is the following:

- **Cleaning removes germs**, dirt, and impurities from surfaces or objects.
Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces.
 - This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
 - When cleaning, use the standard Purell cleaner/sanitizer as directed.
 - **Disinfecting kills germs** on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects.
 - This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
 - L&M are disinfecting weekly using the PURETAB process.
 - **Sanitizing lowers the number of germs** on surfaces or objects to a safe level, as judged by public health standards or requirements.
 - This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.
 - When sanitizing use the standard Purell cleaner/sanitizer as directed.
-

Frequency of cleaning

Use the following to determine the frequency of cleaning:

Tables, Desks, and Counter Tops

- At the beginning of the day
- At the end of the day
- Before and after meals
- After table activities

Toys

- After large and small group times
- After work times
- At the end of the day
- Any time a child exposes items to bodily fluids (sneezing, coughing, putting items in their mouth)

Sites

- Sites will be disinfecting by the PURETAB process by Logistics and Maintenance
-

Continued on next page

Cleaning, Disinfecting, Sanitizing - 3

Cleaning, Disinfecting, and Sanitizing, Continued

Clean and disinfect correctly

To clean and disinfect correctly, use the following guidelines:

- Follow label directions on cleaning products and disinfectants.
 - Wash surfaces with a general household cleaner to remove germs. Rinse with water, and follow with an EPA-registered disinfectant to kill germs.
 - Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.
 - Read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant.
 - Disinfection usually requires the product to remain on the surface for a certain period (e.g., letting it stand for 3 to 5 minutes).
 - Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes.
 - It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time.
-

Purell instructions

After spraying, wait and let Purell stay on the surface for at least 30 seconds before wiping to kill viruses.

Be safe

To be safe, use the following guidelines:

- Pay close attention to hazard warnings and directions on product labels.
 - Cleaning products and disinfectants often call for the use of gloves or eye protection.
 - For example, gloves should always be worn to protect your hands when working with bleach solutions.
 - Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.
 - Read and understand all instruction labels and understand safe and appropriate use.
-

Continued on next page

Cleaning, Disinfecting, and Sanitizing, Continued

Handle waste properly

To handle waste properly, use the following guidelines:

- Place no-touch wastebaskets where they are easy to use.
 - Throw disposable items used to clean surfaces and items in the trash immediately after use.
 - Avoid touching used tissues and other waste when emptying wastebaskets.
 - Wash your hands with soap and water after emptying wastebaskets and touching used tissues and similar waste.
-

If someone is ill on site

The following is recommended:

- Close off areas used by the ill person.
 - Wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets.
 - If possible, wait up to 24 hours. Before beginning cleaning and disinfection.
 - Open outside doors and windows to increase air circulation in the area.
 - Clean and disinfect common areas where others may come into contact with an ill person.
-

Removing cleaning protective equipment

When removing personal protective equipment:

1. Remove and dispose of gloves.
 2. Clean your hands with soap and water or alcohol-based hand sanitizer.
 3. Place all used gloves, facemasks and other contaminated items in a lined container before disposing of them with other household waste.
-

Cleaning Hard, non-porous surfaces

If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- For disinfection, most common EPA-registered household disinfectants should be effective.
 - Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.
-

Continued on next page

Cleaning, Disinfecting, and Sanitizing, Continued

Soft, porous surfaces

For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.

After cleaning

If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.

Electronics

For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.

- Follow the manufacturer's instructions for all cleaning and disinfection products.
 - Consider use of covers for electronics.
 - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens.
 - Dry surfaces thoroughly to avoid pooling of liquids.
-

Linens

In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.

- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely.
 - Dirty laundry that has been in contact with an ill person can be washed with other people's items.
 - Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.
-



Class Suspensions Due to a Pandemic

Overview

Purpose The purpose of this policy is to provide guidance on how and when classes will be suspended for pandemic related reasons.

Reference The policies and regulations referenced are:

- Center for Disease Control Guidelines
- San Bernardino County Public Health Guidelines

Policy Overview The following are the policies:

- In consultation with County Leadership, the Director will issue the directive for suspending classes during a pandemic.
- Families enrolled in suspended program options will be informed by phone, parent letter, email, and text through the ChildPlus system.

Contents

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| Class Suspensions During a Pandemic | 2 |

Class Suspensions During a Pandemic

Policy

The following are the policies for class suspensions:

- In consultation with County Leadership, the Director will issue the directive for suspending classes during a pandemic.
 - Families enrolled in suspended program options will be informed by phone, parent letter, email, or text through the ChildPlus system.
-

Options during class suspensions

If classes are suspended, telecommuting and distance learning will be used to maintain services to families.

Telecommuting and distance learning options include Zoom, Face time, Microsoft Teams, using the phone, etc.

This includes virtual home visits, virtual classrooms, and virtual socializations.

Support Services

Support Services such as mental health, nutrition education, disabilities, and family engagement services continue to be provided using distance service methods.

Meal Service

In the event of a pandemic, the Child and Adult Care Food Program (CACFP) may provided guidance on allowing Head Start facilities to provide food to children in the event of class suspensions such as:

- Food services and meal pick up will continue for the child's program year.
 - Referrals to resources in the community for food and other resources should be provided to families to include local schools, churches, and other community organizations.
-